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Getting Down to the Curriculum: Partnership Interventions that Impact School and University Curricula

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Abstract

At this point in the life of the Talawanda-Miami Partnership (2001–08), it is important to take stock, classify, describe, and interpret the general trends of activity in order to understand where we have been, what we have done, and where we might go from here. This paper then is an attempt by the authors to classify, describe, and interpret the curriculum interventions that have occurred as a result of the partnership. It is important for the reader to know that we, the authors, view human experience as curricular by its very nature. We seek to understand the world through the notion that educative experiences are curriculum events. From the macro-structural decisions that are made by a partnership taskforce to advance an educational agenda to the micro-level decision to provide snacks during a partnership event for children creating art forms for a diversity festival, we recognize a continuum of curriculum events both great and small. Our contention will be that we need to understand how these curriculum interventions look, act, and contribute (or not) to the partnership.

Introduction

The Talawanda Schools–Miami University partnership formally began in fall 2001. Over the course of the previous five decades, a tenuous, difficult relationship had existed between the two institutions for a myriad of complicated, systemic, institutional, political, and even personal reasons. Previous attempts at partnership work had met with mixed success and reviews. However, since 2001 a taskforce has operated democratically as the governing body of a partnership charged with creating a new relationship between the institutions and a new direction for education in the community.

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The taskforce is made up of six representatives from the school district and six members from the university community. Cochairs of the taskforce come from Miami and Talawanda; a partnership director housed in the university supports the administrative work of the partnership. In general, partners share a sense of goodwill and purpose in helping each other become better at the work of educating citizens for democracy in the 21st century (Goodlad, 1994). The foundation of the group rests in building trusting, lasting relationships, both as individual citizens and as representatives of institutions with distinct purposes and cultures.

The taskforce is an open administrative body whose members are appointed by both institutions; its members have voice in the group and are empowered to share their perspectives, criticisms, and ideas outside the taskforce in their own institutions and communities; members reach decisions by consensus; and they have control over the use of their budget. The taskforce meets eight times per year, four times with the building liaisons (teachers in each of the five schools in the district who provide daily contact on the ground in each school for partnership work), in order to discuss the direction of the partnership; to create, plan, and implement partnership programs and initiatives; and to re-grant monies budgeted for program support for worthy, proposed projects. At all times the taskforce keeps in mind the concept of simultaneous renewal and works to support partnership initiatives that are mutually beneficial to both institutions and to multiple sets of participants (Goodlad, 1994).

From the beginning of the formal partnership, participants close to the work believed that the partnership would generate activity — that programs and initiatives would bubble up as participants became more familiar with each other and developed relationships, and as participants understood the goals and possibilities of the very different cultures and programs each represented. Leaders on both sides hoped that the institutions would begin sharing human, intellectual, and capital resources more openly and in focused ways in order to advance the mission of each institution, to improve and enrich the educational experiences of students and teachers, and to create a stronger, more stable, more deeply committed and wider community of support for public and higher education.

Purpose of the Study

The fact is that much has happened in five years, and much of what has transpired has been substantive, though granted, some of it has been cursory. At this point, it is important to take stock, to classify, to describe, and to interpret the general trends of activity in the partnership in order to understand where we have been, what we have done, and where we might go from here. This paper then is an attempt by the authors to classify, describe, and interpret the curriculum interventions that have occurred as a

result of the partnership during the preceding five-year period. It is important for the reader to know that we, the authors, view human experience as curricular by its very nature. We seek to understand the world through the notion that educative experiences are curriculum events. From the macro-structural decisions that are made by a taskforce to advance an educational agenda to the micro-level decision to provide snacks during a partnership event for children creating art forms for a diversity festival, we recognize a continuum of curriculum events both great and small. Our contention will be that we need to understand how these curriculum interventions look, act, and contribute (or not) to the wellness and effectiveness of the partnership. All of the curricula collated here are considered valuable in their own rights.

In the following sections, we propose a classification system for the curricula in the partnership and describe examples of curricula that fit the categories. In the end, we provide an annotated list of examples of curricula that reflect each of the three categories. The examples for single- and macro-curriculum events come from the years 2001–06. Examples for sustained, in-class curricula come primarily from the years 2004–06, though there are a few earlier examples. Perhaps this says something about the difficulty of conceptualizing, creating, and implementing substantive curriculum interventions that become embedded in the educational cultures of the institutions and their classrooms.

Three Types of Partnership Curriculum

Curriculum scholars know the difficulty of defining curriculum. Definitional activities can be limiting, they can be inaccurate; the definition chosen or created could be so ill-suited for the scholarly or practical task at hand that the definitional work and the interpretive work are counterproductive. But for this paper, the authors take the leap and adopt Eliot Eisner's (1994) basic definition of curriculum:

The curriculum of a school, or a course, or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students....In other words, a curriculum is a program that is intentionally designed to engage students in activities or events that will have educational benefits for them. Some of these benefits might be delineated or specified in advance in operational terms; others will be general, broad, and diffuse, but in part capable of being recognized subsequent to the activity. (p. 31)

Having made this leap of adopting a definition of curriculum for this paper, we simultaneously recognize that there are many dimensions to curriculum inquiry and classification. We realize the definition confines us to discussing the "planned" events in the partnership, some of which happened inside and outside of school; many things

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happen in educative setting, some planned and some unplanned, and sometimes the unplanned things that yield learning are powerful and important to understand. All planned and unplanned events are curricular and open to inquiry, but we do not, at this point, extend our work into the unplanned domain. We also recognize that the intentional event might yield unintentional yet valuable consequences. Ultimately, we wish to take up this work to illuminate the things that have been happening in a planned, curricular way in this setting.

So, in so far as our definition serves us, we will stick with it as a heuristic aide as long as we can. If it breaks down, we ask that you give us the extra rope to explore other theories, definitions, and possibilities to explain the work. All of this is done in the spirit of inquiry; we employ this scholarly process, in the first place, as an opportunity to understand our work better and to communicate its value and possibilities to readers. We don't have much of an argument against the critique, "Of course, all of this partnership work is curricular in nature. So what?" What we do believe is that a deeper inquiry will illumine our work and perhaps help improve it. The work may also be viewed as a resource of curricular possibilities in partnership work. It may help others draw distinctions and make value judgments on just how to spend time in the work. Ultimately, it's up to the reader to decide if the work illumines his or her own perspective or not (Stake, 1995).

We name/describe three categories for discussion here:

- 1) *Single Curriculum Events*: Event-like, one-time, singleton curricula;
- 2) *Sustained, In-Class Curriculum Events*: In-class or community curricula taking place over a time period, that are ongoing and perhaps repeatable, and are part of the daily curriculum of the school or in a specific subject area;
- 3) *Macro-Systemic Curriculum Events*: Larger-scale, systemic events or initiatives that change or bridge culture and experience across institutions and communities.

Single Curriculum Events

Over the course of the past five years, the partnership has helped to plan and implement or supported significantly the delivery of a large number of curriculum events by supplying personnel or financial resources. In general, these events meet one specific, encompassing criterion, just as curricula in the other two categories for this paper do: the curriculum has mutual benefits for all parties involved and those benefits can be clearly stated or discerned by the participants.

In terms of this first specific category, it can be safely said that curriculum singletons come about in great variety. One of the most significant locations for single events has grown out of the partnership between the Miami University Performing Arts Series (MUPAS) and the Talawanda Fine Arts Programs, teachers, and regular educators. MUPAS Director Patti Liberatore wins a significant amount of public grant money

each year to bring performers to Miami; she is steadfast in writing performers into the contracts (sometimes as a requirement of the grant, sometimes simply to serve school students) so that the art is shared in the wider community, and especially with school children (note: While the relationship between MUPAS and the taskforce has blossomed in the past five years, it is important to note that MUPAS had a relationship with Talawanda that predates the formal partnership).

The partnership between fine arts and the school district has yielded tremendous benefits for the community. The programs strengthen the connection of the arts in the community and build the Miami program's profile, attendance, and ability to win more grants for its performing arts series. Students in schools benefit by experiencing rich art performances; teachers supplement their curricula with beauty and performance experienced by students in person, up close, sometimes with famous performers.

Single events sometimes happen when school people see a chance for students to participate in a special program offered by the university. This can happen in the arts, but it can also happen for a lecture series event or special speaker of any sort, a concert or athletic event, a benefit or fair. Often the speaker or event coincides with the curriculum or general topic the students might be studying, or it might be a culminating manifestation of the topic at hand. Sometimes university students get an opportunity to work with students in the schools short term as tutors or classroom volunteers.

While these interventions sometimes morph into longer-term commitments, by their very nature they tend to be short-term. These sorts of short-term interventions can have a profound impact, perhaps in the case of a school student understanding or experiencing an idea or concept more deeply through the interaction. Sometimes they provide opportunities for university students to meet school-age students, to try on teaching if you will, to get a feel for how things work and what's at stake on a daily basis with teaching and life in schools. They might give university students a chance to share, to give something back to the community in a meaningful way without a long-term commitment to any specific school or students.

In general, single curriculum events tie a significant educational possibility to people who wouldn't normally experience this type of event if a connective relationship didn't exist to make it possible. Access to knowledge is facilitated by single curriculum events. On one level, viewing a performance or hearing a lecture that stimulates and inspires might lead to deeper levels of inquiry for a student, class, or school. This works for school and university students rather equally. On the surface, the presence of multiple, generous, free, and open opportunities to have educative experiences across institutional boundaries signals a healthy partnership. The willingness to share and to cultivate together the life of the mind and societal good bodes as a set of formidable, worthy ends. At least initially, these types of interactions serve as a solid justification for the work, and an impetus for building deeper, more significant educational experiences across settings.

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Sustained, In-Class Curriculum Events

Fall 2004 culminated several years of planning at Miami University to honor the 40th anniversary of Freedom Summer 1964. The events of that summer passed through town, literally and in a significant way, and through the campus of Western College in particular, which hosted hundreds of college students training to deliver a nonviolent, desegregation curriculum in Freedom Schools across the South and to help residents register to vote. As history reads so clearly now, three of the students who trained in town — James Chaney, Andrew Goodman, and Michael Schwerner — were murdered in Mississippi the day after leaving Oxford. The remaining students chose to continue going South despite the brutal developments taking shape all around them, and persevered in the spirit of freedom and democracy in the wake of the martyrs' great sacrifices.

Early on in the planning, members of the education committee associated with the Freedom Summer Anniversary Celebration contacted the school district and the partnership to discuss how best to connect students to events surrounding the celebration. In particular, interest was generated regarding the photo exhibit from that summer honoring the work of Herbert Randall (2001), who was commissioned to photograph the events of 1964 and whose work had just recently been rediscovered and prepared for viewing in the wider community in a book and traveling exhibit. Members of the staff of the Miami University Art Museum, hosting the Randall exhibit, took information gathered by those they spoke with preliminarily and created several curriculum documents aligned to state content standards for social studies in grades 5, 8, and 12.

These documents were shared with teachers at a special event hosted by the art museum. Subsequently, teachers interested in participating were invited to bring students to visit the art museum exhibit of Randall's photos and to hear local speakers recollect their own experiences as participants in Freedom Summer. Almost every fifth grader in Talawanda and many others across the district and region experienced the Freedom Summer Exhibit and curriculum, had class discussions on the topic, heard guest speakers, etc. This was the first significant, sustainable curriculum intervention, created and sponsored by the partnership that had an impact on the actual, planned school curriculum. It took place over time, involved many students, and was implemented nearly universally in all of the schools. Teachers have revisited the material in subsequent years.

In a similar vein, the Center for Post-Soviet Studies at Miami University extended its celebration of "The Silk Road" to include Talawanda students and teachers in 2005–06. The idea was to introduce students to the importance of the development of the Silk Road and to engage them in activities that would be part of a community-wide celebration of the topic. Students and teachers participated by studying the curricula provided, by creating artistic depictions of their knowledge and displaying them at a public festival, and by teachers sharing their curriculum work at a professional conference.

Both of these cases involve the intervention of specialized knowledge and events in the school curriculum. In both cases, the material fit the general curriculum or illuminated some significant aspect of the curriculum at hand. This makes buy-in by teachers on a wider level possible. It makes it possible for the enrichment of the basic curriculum of the schools and for the sharing of knowledge and resources available at Miami in ways that have a direct impact on student learning in schools. Elusive as a goal, in general, these examples show that intervening in the regular curriculum is possible. The point is not for the university to take over the everyday curriculum of the school, but where the university has a unique perspective or special knowledge, it is important to share it openly and in a form that the school can adopt for its own purposes. This is the essence of partnership curriculum, the confluence of the best that the university and the school district have to offer. It is the pinnacle measure of success in partnership work because it provides a clear answer to the question: To what degree is the fundamental, transformational possibility of student learning in school enriched by the partnership?

This also works for the university on an equally dynamic level in the case of an example in which the impetus for the activity comes from the school. In a partnership between a university English professor and a high school teacher, the two developed a mutual understanding of the distance between school students' substantive experience of profound, accurate, and outside criticism of their writing and the opportunity for students of teaching in the language arts area to practice it before actually engaging it as a professional in the field. So together they developed a program for university students in a "teaching writing" course to sample high school writers' work online and to critique and comment on it as writing mentors. This work takes place over the course of an entire semester. At the end of the term, all of the students meet at Miami to share pizza and to discuss their futures as writers. In this case, the need of the school generates the curriculum of contact for the university students, and in our opinion, the kind of deep, insightful learning about teaching that can only be had by real, intense, substantive interactions with students about something that matters, like learning how to write well. The partnership creates an opportunity for this to happen for university students on a deeper, more transformational level.

Macro-Systemic Curriculum Events

One of the few directives to the taskforce made by administrators early on regarded a hoped-for connection between university faculty and new, entry-year teachers in Talawanda. The perception and the reality at the turn of the century were that it was difficult to recruit and retain the best teachers to our local public schools. New teachers felt isolated, insulated from the broader community in their new role as teacher in a college town. So the taskforce responded with the school superintendent Phil Cagwin to

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create a new program launching a mentoring triune, pairing a Talawanda faculty mentor and an entry-year teacher with a Miami faculty member in a similar academic field. To our knowledge it is the only sustaining triad mentoring partnership program of its kind in the State of Ohio.

The idea was to create a personal and professional net that included another layer of attention for the entry-year teacher. Teams were invited to social events, lectures, performing arts events, etc. in order to help entry-year teachers feel more connected to the wider community and resources that might advance their teaching and make them feel more connected. Miami mentors invited teams for coffee, observed teaching, and provided another ear for concerns. Over the past five years, the mentoring work became more focused on teaching and classrooms and less on the social. As a result, the educational community experiences a connective, focused program that provides several layers of learning and service across the partnership. Entry-year teachers and their mentors develop a broader support system for their work, and Miami faculty members, from all across campus, are introduced to the realities of public schooling. In addition, they are challenged to search for the relevant connections between K–12 and higher education and their many, multiple, reasoned, and well-intentioned commitments to public education.

Improving teacher education is a hallmark concern and commitment for most school/university partnerships. While Miami had for many years placed student teachers and students taking early field experiences in Talawanda, no system for placement or supervision existed in any formal way between the two institutions. After studying several models of on-site teacher supervision (Poetter, Badiali, & Hammond, 2000; Shiveley & Poetter, 2002), the partnership worked closely with the university and schools to create supervision teams in the schools for student teachers. The idea was to focus on coteaching, clinical supervision, and teacher inquiry as central points of concern in the internship. Master teachers in the schools would take a seminar in order to become eligible to provide the university supervision for student teachers. So Talawanda teachers cooperated and supervised student interns in the district. Miami provided contact and continuity for the program by supplying a faculty member to oversee the process and to field difficulties and mediate in case of difficulties, which do sometimes occur in teacher education settings.

One of the primary hopes, of course, was that teachers would become more responsible for the development of novice teachers and use that opportunity to model and share best practices across the school community with colleagues. With many teachers moving around the school to watch teaching, teachers would begin to do more cross-pollination, enhancing not only the performance and development of the student interns but also of their own colleagues and themselves in the process. Instead of Miami professors moving around the schools as evaluation experts with little to no effect on the faculty and school, teachers

could not only give the interns more expert, timely coaching, but also provide more effective, nuanced, and timely supervision for teaching across the district.

In summer 2003, Amanda Luke and several doctoral student colleagues used a curriculum planning class to create a curriculum for a Teacher Academy to be taught for seniors at Talawanda High School. Luke had been appointed in the spring to head up a two-period class for seniors interested in pursuing teaching as a career. She would teach the course as her graduate assistant assignment in the Department of Educational Leadership (the graduate assistantship was awarded by the Graduate School as a gesture of goodwill and commitment to the partnership). For four school years, Luke taught and studied in the teacher academy program, until becoming a full-time faculty member at Talawanda High School in 2006. The program provides senior high school students with a unique, critical look at the culture of teaching and schools and the pursuit of social justice and democracy as necessary foci for teacher leadership and development. The program has had a tremendous impact on students, and the students in turn have provided value to the community through their many service activities centered on teaching and community building.

The Developing Networks Initiative, a project of the National Network for Educational Renewal (NNER) and the Kellogg Foundation, was launched in 2002 in order to address the need for public leadership for education and for intervening in the lives of students in a positive way. Over the course of its capacity-building activities, as directed by the grant funding the work, the group, made up of citizens from varying cross-sections of the district, decided to engage the public in a series of study circle events focused on the question: “How can we foster the valuing of public education and achievement in Talawanda?” In fall 2005, more than 100 citizens experienced the study circle process and produced several action plans for projects that still continue today in their implementation.

The group’s work also led to several new opportunities — including the chance to facilitate discussions with high school students about world issues, such as access to education and the perils of poverty and war, on the high school’s first alternative opening day celebration in August 2006; the chance to conduct a welcome celebration for families new to the district; and the chance to continue its commitment to the Teacher Academy students who took on the previously “lost” tradition of “A Talawanda Thanksgiving,” a free meal for the community prepared by students and offered on the last evening of school before Thanksgiving break. All of these events recur each year.

These macro-systemic curriculum events involve larger, more complicated school and community processes beyond and including classrooms. They involve community issues, as well as issues embedded in larger fields of discipline and inquiry (for instance, teacher education), which at times include processes and established practices even more difficult to effect and change. Macro-curriculum events last longer and require tweaking

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over time, they are embedded deeply in the goals and missions of the two institutions, and they involve the commitment of large amounts of human and capital resources. The macro-curricula noted here as examples cost a great deal of time and money, and they occupy high-profile contact and action on the parts of key players in each setting. While they might not get the media attention that other sustaining or one-time curricula might, they constitute the core of the work and commitments to elements of the educational process that are viewed as essential, close to home, and key.

List of Partnership Curricula, 2001–06

One thing we would like to make clear is that the process of reviewing and discussing the partnership work we are engaged in, at various levels, is a satisfying task. The collation of the various activities with which we are engaged in itself signals that we may be having an impact, based on the sheer number of substantive interventions along our curriculum continuum. It should be noted that while our list may be substantial, it is still not exhaustive. One reality of this partnership is that we learn about partnerships manifest in existing and new projects every day that we knew nothing about the day before. Some are new, some are old; all escaped our radar. We provide a short discussion of the work to date following this list of partnership curricula.

Single Curriculum Events (2001–06)

Camp Imani Reads A community-based summer camp with an academic focus for low-income students.

Aspiring Principal's Academy An opportunity for teachers to experience and study educational leadership with faculty over four daylong sessions during the academic year (2001–02).

Teaching High School English A faculty member taught sections of high school English for Talawanda students in spring 2002. Experience chronicled in “Recognizing Joy in Teaching” by *The Journal of Curriculum & Teaching Dialogue* (T. S. Poetter).

Center of Science and Industry COSI brings its unique science programs to district elementary schools with partnership support and university participation.

Reading Tutorial Students in grades four and five participate in a four-week reading tutorial provided by Miami, with transportation provided to the tutoring site.

Olweus Bullying Prevention Training for Kramer School staff, with the support of university faculty members in psychology and the Center for School Based Mental Health at Miami.

Girl's Voices Book Club TMS language arts teacher Joanne Lalk facilitated a book club for middle school girls in conjunction with university and local librarians.

Planning for College Success/March to College Transportation was provided for eighth-grade students to the Miami University campus during their annual college visit.

Middle School Band Partnership TMS Band Competition in St. Louis subsidized by partnership funding, and university music students provided supplemental instrumental instruction in preparation.

After School Math League, TMS Jean Pauna, Talawanda's gifted coordinator, was awarded funding in the amount of \$500 to support the after-school math league at TMS.

Reading Fluency Project A grant was awarded to Mary Ellen Bergeron, elementary intervention coordinator, to purchase additional reading fluency materials.

Curriculum and Pedagogy Conference Twelve Talawanda staff members received scholarships to attend the Curriculum and Pedagogy Conference at Miami in October 2004 and 2005. In addition, presentations were made at the conference by Talawanda and Miami staff regarding the Teacher Academy and Connected Math initiative.

Numeracy Book Study Group Funding was granted to Don Gloeckner for a numeracy-based book study group for Talawanda that included Miami faculty and interns.

Math/Language Arts Workshops Several math and language arts workshops were coplanned and delivered by Talawanda and Miami faculty over the course of the first five years. Partnership funds supported the costs of credit and instruction.

Math Transition Collaborative A grant was awarded to help support a math collaborative that addressed ways to improve the transition between the middle school and high school programs.

Annual Conference NNER Two Talawanda staff members joined with Miami students and faculty at the National Network for Educational Renewal Conference in St. Louis in mid-October 2004.

Developing Networks Conference In June 2005, nine adult members and a student representative traveled to Seattle, Washington, to share the work of our setting with other participating sites.

Changing Worlds Project Pat Stephens received a grant for a middle school language arts/social studies initiative at Miami University's Outdoor Pursuit Center that promoted team building and problem solving.

African-American Read-In Media center specialists from Miami and Talawanda Middle School received a grant to support a collaborative African-American Read-In.

Ceramic Arts Collaborative Art students from the high school joined with Miami University artists in a Ceramic Arts Collaborative project.

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The Princely Players and Storyteller Bob Ford These outstanding artists performed for TMS students through a reciprocal arrangement with the Miami University Performing Arts Series (please visit the partnership Web site to see a complete list of performing arts curriculum delivered to students: www.muohio.edu/partnershipoffice, click on Performing Arts Series)

The Annual THS Art Exhibit at Miami University's Art Museum A partnership grant was made to support this cooperative show and to transport high school students to the site.

Silk Road Presentations Four Talawanda teachers presented their Silk Road lesson plans at the annual State Council for the Social Studies Conference in Columbus with the support of Miami faculty.

IES Book Study Members of the Talawanda science staff and high school students joined with Miami faculty colleagues in a book study group, which was sponsored by the Miami University Institute of Environmental Studies.

IES Seminar TMS and THS teachers attended a seminar sponsored by the Miami University Institute for Integrated Sciences.

Wilks Center THS Conference The partnership supports high school participation in the Wilks Center for Leadership programs, including the high school conference held each March.

THS Mock Trial Team Awarded \$500 to support THS participation in state competition. Practices complemented by Miami University student coaching.

Substantive In-Class Interventions (2001–06)

Summer Drama Project Facilitated by Talawanda High School teacher Ryan Steffen, and offered each summer, provides students with opportunities to pursue drama. Funded by the partnership.

Freedom Summer Educators' Reception, Field Trips, and Speakers Following the reception and curriculum sharing, 12 class field trips for students were scheduled during fall 2004. The partnership supported the cost of transportation.

Seven Quilts for Seven Sisters Grant supported a TMS initiative, The Underground Railroad: Tying the Past to the Present, through the presentation of Seven Quilts.

Silk Road Course Twelve staff members participated in a class facilitated in conjunction with the Havighurst Center. The class gave teachers an opportunity to investigate the cultural and historical significance of Eurasian studies. Teachers presented their work at a state conference, and students displayed their work at a community festival.

Partnership Science Research Associates The partnership awarded \$10,000 to support five new science and math research collaborations between Talawanda staff and new Miami faculty members in science education across the arts and sciences.

TMS After-School Program A TMS After-School Program was developed and delivered to eighth graders on-site by Miami University Honor Scholars with plans to expand to the high school.

Reading Research Tutorials Miami's reading research students worked with TMS students in the area of content literacy.

THS Show Choir Choreography The show choir received a partnership grant to employ a choreographer to customize shows.

English Near-Peer Writing Project Sixty Talawanda High School students paired with 60 Miami English education majors in a Near/Peer online writing collaboration. Their efforts were supported by a grant from the partnership.

Miami University Bird Banding Station Project Talawanda High School biology students band birds with school and university supervision in a yearly hands-on science project.

Spirit Store Start-Up The partnership granted start-up funds to THS to support its new Spirit Store, staffed by high school students.

Language for Living Curricula The THS intervention program was awarded a partnership grant to support the new Language for Living curricula.

The Talawanda Tribune Start-up The new THS student newspaper received a partnership grant for start-up costs. The partnership director sits on the editorial board.

Macro-Systemic Curriculum Events (2001–06)

Storing Talawanda Records Miami is providing a storage facility for Talawanda records and files without assessing a fee.

Opening Up Facilities Miami is providing open access to its facilities, within guidelines, for Talawanda events and meetings. Talawanda student programs have been conducted on Miami's campus to provide a comfortable setting conducive to learning.

Adopt-a-School An award-winning service-based program located in the Student Affairs division at Miami places university students in schools to serve as tutors. Training sessions have been offered by Talawanda literacy specialists to assist these tutors in addressing specific learner needs. More than 400 students are placed per semester. They primarily offer assistance in math and reading but also are branching out in terms of services offered each semester.

Reading Practicum/Math Tutors Miami students in teacher education programs serve as reading and math tutors as part of their early childhood or middle childhood teacher licensure course work.

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After-School Foreign Language This program for elementary and middle school students brings scores of volunteers from Miami (100) to the Talawanda buildings on a weekly basis in the winter to introduce children (500+) to more than a dozen different languages. This project has been ongoing for more than 20 years.

Talawanda Teacher Academy A teaching assistantship enabled a Miami doctoral candidate to serve as the instructor for the Talawanda High School Teacher Academy for three years. This academic offering provides students in grades 11 and 12 an opportunity to explore teaching as a career. The doctoral student is now a full-time teacher in the district.

Entry-Year Teacher Program Talawanda's entry-year teachers are placed with school and university partners in a yearlong mentoring program.

Shared Professional Development On particular occasions, especially in the staff sciences through physical facilities, institutions are able to make professional development opportunities open to members of both institutions at no cost.

Study Groups and Action Teams With support from the President's Academic Enrichment Award made in 2002, Talawanda and Miami staff have been organized in order to promote staff development and collegial sharing about topics such as report cards, efficient use of instructional time, etc.

Teacher Dialogue/Book Teams Are offered to Talawanda faculty and Miami staff on a variety of topics, with materials as well as stipends offered through the partnership to help cover costs of graduate credit.

Teacher Supervision Model The partnership has offered workshops to train master teachers as supervisors for Miami student interns. This model encourages tripartite collaboration between a university intern, district cooperating teacher, and district supervisor. A university liaison oversees the program. The model supervises nearly 30 interns per semester. A significant number of student teachers are placed in art, music, physical education, and special education outside the model.

Talawanda Adjunct Faculty Talawanda faculty members very frequently teach part time for Miami and are guest speakers for university classes.

Miami Psychology Interns Doctoral students in psychology at Miami work as clinical interns in Talawanda.

Partnership Publications A *Partnership Newsletter*, written by and distributed to members of both learning communities, highlights cooperative efforts between the two institutions.

America Reads Tutors An ever-growing number of America Reads tutors, who are Miami students supported by work-study funds, work with Talawanda students each semester. All tutors received training in specific literacy and numeracy initiatives.

Summer School Support The district summer school program is supported each year by the second largest partnership grant.

Advanced Placement Partnership Talawanda High School's four Advanced Placement teachers were paired with four Miami faculty colleagues with the intent of nurturing pedagogical support for the program. A grant was made to provide materials to enhance instruction in these classes and the professional development of the teachers.

Local Professional Development Professional development credits (PD points) are now automatically granted for staff involvement in partnership work, eliminating the need for pre-approval forms.

Destination Imagination This performance-based academic activity, held at Miami, utilizes undergraduate and graduate students as team managers, and for the first time, appraisers of the competition.

The Miami Reading Clinic The clinic at Marshall School involves 14 graduate students working with 28 learners in grades one through eight. A grant was made by the partnership to support this initiative. A sizeable grant from the Department of Teacher Education helped fund a new reading library at Marshall School to support the program.

School of ROCK A summer school program that focuses on reading fluency and organizational behaviors is offered to the district's exiting second graders. Students receive one-on-one instruction from graduate students in educational psychology. The partnership made a grant to support this program.

EDT 448 Seventy-two students worked with elementary learners in the fields of literacy and numeracy.

Partnership Research Associates The partnership office awarded five new research scholarships to partnership research teams. Each of these teams will produce a chapter that will be included in a new book entitled *The Art and Science of Partnership: Schools, Agencies, and Universities Create Knowledge and Meaning*.

Miami Reading Master's Degree Graduate reading cohorts are currently being recruited and developed which will include specific curricula that are responsive to Talawanda staff and student need.

Library Access Program More than 30 Talawanda teachers received library cards that enable them to access resources at all of the university media centers.

Math Collaborative As part of new science and math partnerships, Don Gloeckner, district math instructional leader, and Bia D'Ambrosio of Miami University, cofacilitated a math book group. Their work will culminate in a two-weeklong workshop involving almost three-fourths of the district staff, many of whom will receive graduate credit for taking this course.

Getting Down to the Curriculum

Language Arts/Reading Groups Book groups were hosted by Pat Stephens, district language arts instructional leader, and Terri Socol, Miami University. A partnership grant was provided for each of these sessions.

NCATE Steering Committee The Talawanda administrator has been invited to join the Miami University NCATE Steering Committee.

Web Site Direct Link The Talawanda-Miami Partnership is now included on the district Web site as a direct link. The partnership newsletter has gone virtual at www.muohio.edu/partnershipoffice.

Developing Networks Initiative More than 100 community members participated in four Study Circles sessions sponsored by the Developing Networks of Responsibility to Educate America's Youth Initiative in September and October 2005. This work, supported by a grant from the Kellogg Foundation, resulted in seven different projects which address the question: "How do we foster the valuing of public education and achievement in the Talawanda community?"

Annual Sandy Hormell Book Celebration A school/university/community project honoring the life of Talawanda-Miami Employee Sandy Hormell claimed by ALS in 2004. A community project including TMS (primary audience), Friends of Oxford's Lane Public Library, TMS PTG, Oxford Community Art Center, Kappa Delta Pi, Miami University partnership office.

Discussion

In presenting this list, we want to be cautious about making any judgments about "balance," that is making any significant judgment that we were wasting our time in a certain category or spending too much or little time on any one of them. Or that we were doing any one thing "just right." One thing we can say confidently that we have found as a result of engaging each other across institutions is that curricula tend to expand and/or grow from early, initial entries, and these tend to be singletons. It's hard to start with something big, and perhaps it's easier and maybe better to start with something small that sets the stage (or not) for something bigger and better to come.

The trap might be that initially it's easy to say that we ought to try for more sustainable in-class and macro-curricula. But we believe that it is important to note that singletons can be very powerful. Who knows when and where a child might be inspired to pursue his or her life's work, or calling? It could come at the performance of a one-act play or at a lecture sponsored by the university or as a result of a one-time service opportunity experienced by a university student in a school setting. The most important thing we ever do might be introducing the next, great oncologist who finds the cure for cancer by taking her to a Miami University chemistry lab to conduct an experiment in the fifth grade. We will continue to sponsor and fund singletons because they build the

foundation for future work and are powerful in their own right.

After all, people have to start somewhere when they begin any type of partnership. It's much easier to explore the possibilities and contours of a partnership when you start with a less threatening, less expensive (perhaps both in terms of time and money), less BIG events to test the waters, to discover the possibilities of working together. When we engage in partnership work throughout the region, we discuss how critical it is for partnerships to "bubble up." Better to start with a meaningful, positive interaction at the beginning that can provide the foundation for future, more risky and costly endeavors, than perhaps to pump a lot of resources into a large event only to see the potential benefits never materialize in any meaningful way.

One powerful example of a thread of focus that navigates the continuum of partnership curricula in this setting is our experience working on math education together. We started small, with book study groups and one-time workshops. These events grew to more systemic, long-term commitments to exploring how to improve math learning and math teaching in the partnership. The efforts culminated in (and will no doubt cycle back through) the winning of a major state grant for math education in the partnership. Small, catalytic, capacity-building curricula built the foundation for this macro-curricular initiative that is having and will have a tremendous impact on the participants and the structure of our partnership for years to come.

It's also important to revisit the tension that surrounds the obvious connections and disconnections between notions and realities of curricula that are planned as opposed to those that are unplanned. We realize that there is a valuable, critical mass of experiences and learnings that have taken place in an educative way (or perhaps miseducatively, though not that we know of) as a result of the partnerships that were unplanned. Many of the outcomes of unplanned activity lie outside our purview. They happened perhaps without us knowing about them, or they emerged in a setting and morphed into something important and maybe even sustainable without any forethought. We have come to the conclusion that our work needs to remain focused on the planned curriculum, while we also remain cognizant of the possibilities for things to happen in a catalytic way that can be very valuable.

Related is a concern over the "hidden" curriculum, those things we teach as a result of the structure of our work or assumptions that lie under the surface — the values, norms, and dispositions that constitute our institutional realities and have an impact on what we do without our expressing them formally in any planned way (Apple, 2004, p. 13). As you peruse our list of planned curricula and think about our paper, you may consider visiting us to see what it is that you may judge to be "hidden" in our work that marginalizes or distances constituents, or otherwise creates inequities or injustices. While we know that there are always hidden curriculum, and that we cannot inoculate ourselves

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to them no matter what we do, it's safe to say that we are striving in our partnership to privilege knowledge, processes, and relationships that will honor diversity, extend equity, and acknowledge injustice while striving for justice.

Perhaps the most important idea to revisit here is the idea of simultaneous renewal and mutual benefit. We are very purposeful when planning curriculum in our partnership to consider ahead of the activity whether or not there is an obvious, tangible mutual benefit for people and programs in both institutions. And when we work closely on educational, social, or health matters with the wider community, we think about the benefit for the constituents in the polity outside of school and university. Nothing we do together is one-way. While sometimes charitable sentiments enter our conversations and planning, we try to resist this inclination whenever possible. We do not deny the fundamental good of charity, but we want to remain on equal footing whenever possible and to work diligently on helping each other reach the goals of our institutions and constituents while also maximizing our ability to make a contribution to the fulfillment of our very different, though closely related missions, all simultaneously.

One very real temptation at the end of a paper like this is to suggest rules or directions that other school-university partnerships might adopt in starting or maturing their own partnerships. Of course, all settings are different, and what works in one setting may not work in another. The truth of the matter is that approaches work differently across settings, even within a partnership. The people, institutions, politics, economics, and communities are different, always and especially over time. That being said, there is no doubt that the continuum that we lay out here no doubt would hold as an apt descriptive heuristic for most school/university partnership settings. What we suggest is that any setting interested in understanding the partnership curriculum being enacted in any particular site take stock of the work in that setting, perhaps by using the curriculum continuum described in this paper. What may be revealed is a richness or paucity of activity. If we hope for anything in our own work, it's for richness, and this remains a guiding energy as we continue on our way in our work together.

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